

COMPARISON OF VOCABULARY LEARNING STRATEGIES USED BASED ON GENDER AND VOCABULARY SIZE

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan signifikan dari pemilihan strategi pembelajaran kosakata antara lelaki dan perempuan dan juga untuk menyelidiki strategi pembelajaran kosakata yang paling sering dan juga yang paling jarang digunakan oleh siswa. Populasi dari penelitian ini adalah siswa kelas dua di SMAN 1 Bandar Lampung. Sampel penelitian ini sebanyak 40 siswa. Instrumen yang digunakan pada penelitian ini adalah kuesioner berdasarkan penelitian terdahulu yang dirancang oleh Schmitt's (1997) dan uji pengukuran kosakata yang dirancang oleh Sutarsyah (2006). Hasil perhitungan *Anova* menunjukkan bahwa semua $F_{hitung} < F_{tabel}$ dan semua signifikansi $> 0,05$. Hal ini berarti H_0 diterima bahwa tidak ada perbedaan signifikan dari pemilihan strategi pembelajaran kosakata antara lelaki dan perempuan pada tingkat kelas kedua di SMA Negeri 1 Bandar Lampung. Hal ini juga mengungkapkan bahwa siswa di SMAN 1 Bandar Lampung paling sering menggunakan strategi sosial sedangkan yang paling jarang digunakan adalah strategi metakognitif.

This present study was aimed to find out whether there was any significant difference of vocabulary learning strategy preferences between males and females and to investigate the most and least frequently used of vocabulary learning strategies by the students. The population was the second grade students of SMAN 1 Bandar Lampung. There were 40 students as the sample. The instruments were questionnaire based on Schmitt's (1997) study and vocabulary size test by Sutarsyah (2006). The result of *Anova* calculation showed that all the $F_{count} < F_{table}$, and all of $p > 0.05$. It means H_0 was accepted, that there was no significant difference of vocabulary learning strategy preferences between males and females students. It also revealed that most of students used social strategies and then for the least frequently used strategy was metacognitive strategy.

Keywords : gender, vocabulary learning strategies, vocabulary size

INTRODUCTION

In Indonesia, English has been taught to the students as a foreign language for some decades. Learning English as a foreign language is not as simple as we think of. In the purpose of mastery English as a foreign language, learners need to pay attention to many aspects of language knowledge such as grammatical structure, vocabulary, and so on in order to reach a high degree of competence in English. One of the important aspects of language is vocabulary. Unluckily, vocabulary is a difficult aspect that must be mastered by the students. The fact shows that there are many students who still have limited vocabulary knowledge. They still have difficulties in understanding and using vocabulary in learning English. Some students claim that their fundamental problem in acquiring English is lack of vocabulary.

The pre-observation activity found that there were many steps used by foreign language learner in learning vocabulary such as: taking a note, looking up in dictionary, using picture etc. In the context of learning English as foreign language the way they learn new vocabulary is called as vocabulary learning strategies (VLS). Nation (2001) states that a large and rich vocabulary can be acquired with the help of vocabulary learning strategies. In fact, most of the learners do not know the vocabulary learning strategy even though they have been using it unconsciously. In creating a good learning process, learners also should notice that each individual has different way and technique to comprehend the knowledge and information that they get. This fact is called individual differences that influence language acquisition in various instructional contexts (Gage and

Berliner, 1984). One aspect of such differences considered to be necessary for further discussion is gender.

Considering the individual differences, female and male students might use different learning strategies. The appropriate vocabulary learning strategy selection will affect the learning process to be acquired effectively. The effective strategy will have an important role to make the learners get better achievement and better understanding about vocabulary itself. In reference to the explanation above, it is important to find the strategies to make the learning process more effective. It has found the fact that learners' vocabulary size is also different one another even though they learn at the same level and also with the same teacher but the results will be dissimilar. The difference of strategies might influence their vocabulary size.

Based on the statements above, the researcher is intended to investigate whether there is significant difference in the vocabulary learning strategy preference between male and female students in vocabulary learning. This research may give the information for teacher and also the learners about the type of vocabulary learning strategy that is truly useful to assist vocabulary learning in order to find the most effective vocabulary learning strategy for the learners.

METHOD

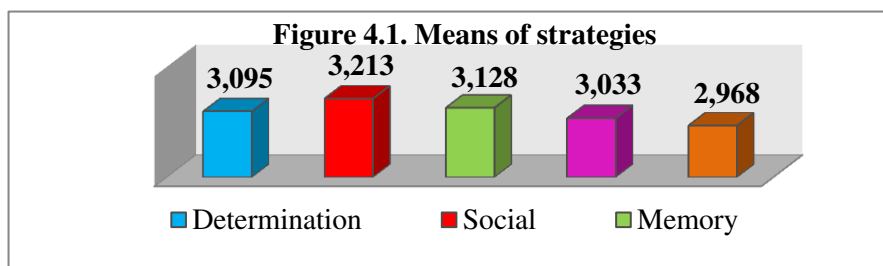
The design used in this research is *ex post facto design* because there is no control group and no treatment to the sample but collecting the data by analyzing the

correlation between cause and effect among the variables in the research. This research is quantitative descriptive since the data gathered are in form of number. Vocabulary learning strategies questionnaire based on Schmitt's (1997) taxonomy of L2 vocabulary learning and adapted from related research conducted by Kallayanasute (2011) was distributed and also a vocabulary size test conducted by Sutarsyah (2006) was administered to the sample of the research.

The population of this research was the second grade students of SMAN 1 Bandar Lampung. The total sample of students involved in the study were 40 students. It consisted of 20 males and 20 females students. In determining the sample the researcher used *purposive sampling*. In constructing the research, the research procedure uses these following steps: 1) determining the research question and determining the focus of the research. 2) determining the instruments. 3) Finding the sample. 4) Trying out the instruments. 5) analysing the result of the try-out test. 6) distributing the instruments. 7) Scoring the data. 8) analyzing the data. 9) Drawing conclusion. In order to find out is there any significant difference of vocabulary learning strategy preferences between males and females of the second grade students at SMAN 1 Bandar Lampung. The hypotheses were analyzed by *One Way Anova*. The criteria for accepting the hypothesis is explained as follows H_0 is accepted if the $F_{\text{-count}} < F_{\text{-table}}$, meanwhile H_1 is accepted if the $F_{\text{-count}} > F_{\text{-table}}$. In addition, H_0 is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

RESULT

Result of the Students' Vocabulary Learning Strategies Questionnaire



Derived from the Figure 4.1. social strategy ($M=3.213$, $SD=.39$) occupy the most frequently used strategy by the respondents. The second strategy was memory strategy ($M=3.128$, $SD=.66$). The third rank of strategy was determination strategy ($M=3.095$, $SD=.56$), then the next would be cognitive strategy ($M=3.03$, $SD=.64$), and the least frequently used strategy would be metacognitive strategy ($M=2.968$, $SD=.65$). In accordance with the result above, it can be concluded that most of students used social strategies and inversely the least frequently used strategy was metacognitive strategy.

Result of the Students' VLS questionnaire based on gender

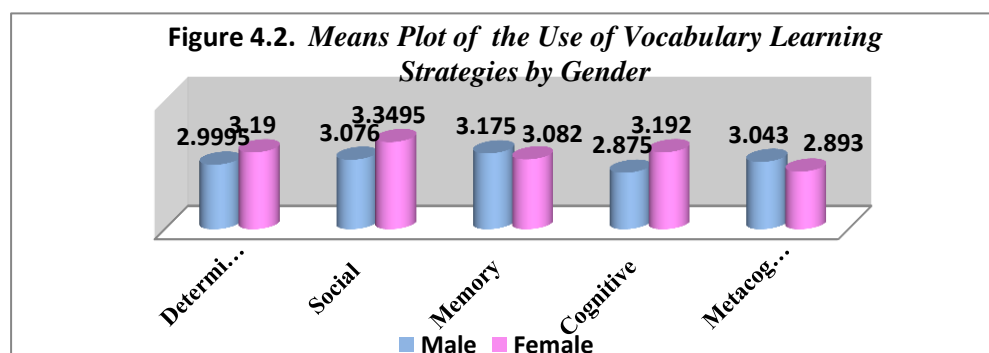
In order to find out whether there is any significant difference of vocabulary learning strategy preferences between males and females students. The first question that the present study tried to address was the relationship between vocabulary learning strategy used and gender. A summary of the statistical analysis of data on this problem has been presented in Table 4.5.

Table 4.5. The Result of ANOVA in VLS Used by Male and Female Students

		Sum of Squares	Df	Mean Square	F _{count}	Sig.	F _{table}
Determination	Between Groups	.365	1	.365	1.165	.287	4.10
	Within Groups	11.899	38	.313			

	Total	12.264	39				
Social	Between Groups	.751	1	.751	3.266	.270	4.10
	Within Groups	5.418	38	.143			
	Total	6.169	39				
Memory	Between Groups	.086	1	.086	.192	.664	4.10
	Within Groups	16.951	38	.446			
	Total	17.037	39				
Cognitive	Between Groups	1.005	1	1.005	2.538	.119	4.10
	Within Groups	15.047	38	.396			
	Total	16.052	39				
Metacognitive	Between Groups	.225	1	.225	.514	.478	4.10
	Within Groups	16.624	38	.437			
	Total	16.849	39				

From the result of ANOVA calculation, it can be seen that F_{count} for determination strategy was 1.165 with $p=.287$, F_{count} for social strategy was 3.266 with $p=.270$, F_{count} for memory strategy was .192 with $p=.664$, F_{count} for cognitive strategy was 2.538 with $p=.119$ and the last F_{count} for metacognitive strategy was .514 with $p=.478$. Then F_{table} shows 4.10 as the result. It shows that the $F_{\text{count}} < F_{\text{table}}$, and $p > 0.05$ it means H_0 is accepted. Hence, it can be assumed that there is no significant difference of vocabulary learning strategy preferences between males and females students. Besides Finding the statistical data using *One way Anova*, this research also investigated the mean of each strategy by comparing the mean of VLS preferences based on males and females students.



Based on the figure above, it can be seen that in determination, social, and cognitive strategies, female students has higher means than males. However, male

students has higher means in memory and metacognitive strategies. Although the result of *One way Anova* shows that there is no significant difference of vocabulary learning strategy preferences between males and females students. The comparison of mean in each strategy indirectly shows that there is relative difference on the use of vocabulary learning strategies used by males and females.

Result of Students' Vocabulary Size Test

The highest students' vocabulary size test score was 98 (3725 words) ; the lowest one was 47 (1775 words) and the average score was 74 (2802 words). The researcher categorized the scores of vocabulary size test into three categories: high (76-100), moderate (60-75), and low (40-59). The chart below displays the result of the students' vocabulary size test.

Table 4.6. Result of vocabulary size test

High	76-100	16 respondents	40 %
Moderate	60-75	15 respondents	37,5 %
Low	40-59	9 respondents	22,5 %

In accordance the analysis, it was revealed that most of the students has reach the required size of vocabulary. In order to read English text books easily the student should master 3000 words (Nation, 1990). It was proved by 40% of the students achieved score in high category (76-100).

Result of Students' VLS preferences based on vocabulary size level

After getting the result of students vocabulary size, researcher compared the mean of each strategy based on level of vocabulary size that has been categorized into three categories, there were high (76-100), moderate (60-75), and low (40-

59). Based on the table 4.6. There are 16 students achieved the high score (40%), 15 students achieved moderate score (37,5%) and for the low level score there are 9 students (22,5%).

Table 4.7. Descriptives data of VLS used according to students' level of vocabulary size

Strategies	VS Level	N	Mean	Std. Deviation	Min.	Max.
Determination	High	16	33.122	.47185	2.67	4.67
	Moderate	15	28.220	.59116	2.00	3.83
	Low	9	32.288	.52473	2.33	4.17
	Total	40	30.950	.56076	2.00	4.67
Social	High	16	33.889	.35298	2.67	3.67
	Moderate	15	31.000	.40239	1.83	3.50
	Low	9	32.188	.44191	2.50	4.17
	Total	40	32.125	.39770	1.83	4.17
Memory	High	16	33.144	.58607	2.50	4.50
	Moderate	15	30.433	.75780	1.33	4.33
	Low	9	31.031	.65332	2.33	4.50
	Total	40	31.282	.66094	1.33	4.50
Cognitive	High	16	31.656	.58807	1.67	4.17
	Moderate	15	29.780	.72875	1.67	4.33
	Low	9	30.100	.63421	2.17	4.50
	Total	40	30.330	.64156	1.67	4.50
Metacognitive	High	16	32.967	.69289	1.67	4.67
	Moderate	15	27.787	.62544	1.67	4.17
	Low	9	29.594	.57665	2.50	4.67
	Total	40	29.675	.65729	1.67	4.67

Considering the result of the *Anova* analysis in table 4.7. the results indicates that high proficiency students reported higher mean scores in all of the five strategy categories than low and moderate level. To be more precise, students with higher level used all types of strategies more frequently than those with lower and moderate levels of vocabulary size. The most preferred strategy for high and

moderate level students were social strategies ($M=3.39$) and ($M=3.10$) while for students with low level were determination strategy ($M=3.23$).

Table 4.8. Anova analysis based on vocabulary size level

Strategies		Sum of Squares	Df	Mean Square	F Count	Sig.	F Table
DET	Between Groups	1.829	2	.914	3.242	.050	3.25
	Within Groups	10.435	37	.282			
	Total	12.264	39				
SOC	Between Groups	.470	2	.235	1.528	.230	3.25
	Within Groups	5.698	37	.154			
	Total	6.169	39				
MEM	Between Groups	.430	2	.215	.479	.623	3.25
	Within Groups	16.606	37	.449			
	Total	17.037	39				
COG	Between Groups	.212	2	.106	.248	.782	3.25
	Within Groups	15.840	37	.428			
	Total	16.052	39				
MET	Between Groups	1.511	2	.756	1.823	.176	3.25
	Within Groups	15.338	37	.415			
	Total	16.849	39				

Results of the *Anova* bellow showed that F_{count} for all strategies were lower than F_{table} (3.25) and p for all strategies were lower than 0.05. It revealed that there was no significant difference in the use of VLS between those with high, moderate and low vocabulary size levels.

DISCUSSION

The Most and Least Frequently Used VLSs

From the result of students' vocabulary learning strategies questionnaire, it was obtained that social strategy was the most frequently used strategy by the respondents. The second strategy was memory strategy. The third rank of strategy was determination strategy, then the next would be cognitive strategy, and the least frequently used strategy would be metacognitive strategy.

Based on the Appendix 13 it shows that the most used of social strategy followed by the questionnaire item number 10 “*saya bertanya kepada teman saya tentang arti makna dari suatu kata yang baru saya temui*”($M=3.70$) and item number 7 “*saya meminta guru untuk menerjemahkan arti kata baru kedalam bahasa indonesia*”($M=3.40$). They tend to ask their friends to find the meaning of new words this result was similar to Mongkol’s research (2008) that revealed in terms of social strategy most of her respondents (94.4%) tend to ask the teachers or their friends to get the meaning. As can be seen from the table 2.1. social strategies, which ranked the highest mean in frequency of strategy use ($M=3.213$), are strategies that use interaction with other people to improve language learning.

The results of this study is also similar with the study that was conducted by Alhaysony (2012) with Saudi EFL learners. It showed that the social strategies were the most frequently used among the VLSs. He suggested that his finding shows that the students depend generally on teachers or seeking help from others in learning new vocabulary. Some example of these strategies are ask teacher for an L1 translation, ask teacher for paraphrase or synonym of new word, study and practice meaning in a group and etc. It seems that both learners and teachers are interested in traditional methods of learning, that the teacher provides all the knowledge and materials and the students are required only to listen, take notes and follow the instruction. The advantage of teacher’ L1 translation is that easily and quickly understood by the students.

Then, for the least frequently used of strategy was metacognitive strategy (M=2.968). It shows that the least used of metacognitive strategy followed by the questionnaire number 25 “*saya membaca koran berbahasa inggris*”(M=1.90) and item number 29 “*saya menggunakan waktu senggang saya untuk mempelajari kata-kata baru*”(M=2.78). Metacognitive strategy involves a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study (Schmitt, 2000). This strategy might indicate that most of the learners have not took control of their own learning yet, they still depend on their friends or their teacher to get the meaning of new words. In addition, it also influenced by the lack of the existence of an extensive number of commercially produced educational materials. Eventhough, nowadays internet and other electronic resources are easily accessed but they are still lazy to explore it as their learning media.

Vocabulary Learning Strategies use based on gender

The result of *One way Anova* calculation shows that there is no significant difference of vocabulary learning strategy preferences between males and females students. It might caused by the small sample size, and short-time period of a research. The result shows that in determination, social, and cognitive strategies, female students has higher means than males. However, male students has higher means in memory and metacognitive strategies. The present study revealed that female students had higher use of learning strategy than male students. As female students had higher mean rank of M= 3.3495 than male students who had only M=3.175 in strategy use. Significantly, it was ascertained that female students had

better frequency of strategy use in vocabulary learning as they had higher mean rank in almost all the categories of strategy use. The result of the present study seemed to show that the females organized their vocabulary learning better than the males as they had higher frequency of use in determination, social, and cognitive strategies.

This finding correlates with the finding by Zhang (2009), the results of his study showed that there was no significant difference between genders and VLS use in his study among undergraduate English majors in Western China. The use of vocabulary learning strategies significantly correlates with gender and they found that the females were generally more skillful than males at using learning strategies. He summarized that the female learners are better strategy users than males, especially of social strategies.

Moreover, female learners use more formal rule strategies, study strategies and elicitation strategies while male students use more visual VLSs. These findings suggest that females tend to build social interaction and learn the meaning of the new word through pair or group work more than males, such as Timmers and Fischer stated in McNaughton (2000). Likewise, there have been investigations between gender difference and teachers interaction in language classrooms, such as Batters (1986), who concluded that there were significant differences between male and female learners. He found that female students spent most of their times inside the classroom on attentive activities than male students (as cited in Lin, 2011).

Vocabulary learning strategies use based on vocabulary size level

Considering the result of the *Anova* analysis in table 4.7. the results indicates that high proficiency students reported higher mean scores in all of the five strategy categories than low and moderate level. It can be seen that a greater mean of students with high vocabulary size level than those with moderate and low vocabulary size levels reported significantly higher use of the VLSs. The high awareness of vocabulary learning in high-vocabulary size students might provoke their high frequency and a variety of VLSs that they are used. The high proficiency group reported employing VLSs significantly more frequently than the moderate and low-groups.

CONCLUSION

Both male and female students shows that there is no significant difference of vocabulary learning strategy preferences between males and females of the second grade students at SMA Negeri 1 Bandar Lampung. However, the comparison of mean in each strategy indirectly shows that there is relative difference on the use of vocabulary learning strategies used by males and females. The result shows that in determination, social, and cognitive strategies, female students has higher means than males. While male students has higher means in memory and metacognitive strategies. The present study revealed that female students had higher use of learning strategy than male students. In addition, the present study found that the second grade students at SMA Negeri 1 Bandar Lampung used social strategy most frequently and the least frequently used strategy is metacognitive strategy.

Since gender, in this study is not the dominant factor determining students' success in learning vocabulary. Thus, the teachers should not emphasize this element toward vocabulary learning strategies use in the classroom. The broad kinds of strategy can be applied not only by the teachers in teaching English but also by students in deepening their language mastery. It is also possible for further research to investigate with randomize subject, bigger sample size in longer- time period, moreover it is also suggested for the further reseach to use more than one instruments such as qualitative observation and interview in order to gain the data of the frequency of using vocabulary learning strategies and contribute the more reliable research.

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